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## Elementary School Teachers' Perceptions on the Use of Role Play to Support Student Engagement

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# Walden University

College of Education and Human Sciences

This is to certify that the doctoral study by

Hannah Ceballos

has been found to be complete and satisfactory in all respects,  
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the review committee have been made.

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2024

Abstract

Elementary School Teachers' Perceptions on the Use of Role Play to Support Student  
Engagement

by

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EdS, Northwest Nazarene University, 2017

MEd, Northwest Nazarene University, 2016

BS, University of Hawaii at Hilo, 2013

Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Education

Walden University

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## Abstract

Role play has been recently studied in high school and college settings. The purpose of this study was to examine role play in an elementary-level classroom. Role play leads to increased student engagement. Early elementary school teachers' perceptions about the benefits and challenges of using role play to support student engagement were investigated in this study. The 12 participants were kindergarten through third-grade teachers who have experience with role play in the classroom. Kolb's experiential learning theory was used to explore role play benefits and challenges. Using semistructured interviews, data were analyzed using Quirkos software to identify themes to the research questions. The resulting themes for the benefits of role play were: (a) student engagement, (b) life skills, and (c) understanding academics. The resulting themes for challenges of role play were: (a) time, (b) administration, (c) disruption, and (d) classroom management. Elementary teachers may benefit from the results of this study by having knowledge of the benefits of role play and be able to find ways to overcome challenges for using role play.

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## Dedication

This project study is dedicated to my family, who supported me through this endeavor. My husband, my mom, and my sons who were born during this adventure, Mateo and Leo. Also, to my in-laws and sister-in-law for their help with the kids while I worked on my project. All your support means the world to me.

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## Section 1: The Problem

### **The Local Problem**

Elementary schools teach a wide variety of subjects to students in kindergarten through fifth grade. Student engagement in elementary school can range in the types of student engagement from cognitive to emotional to social (Yang et al., 2018). One way student engagement can be increased in elementary classrooms is using role play (Parker & Welch, 2021; Sartain et al., 2021). Pyle et al. (2018) stated that learning can be increased for students by scaffolding academics during active role play scenarios. Pyle et al. (2018) also said that when role play is used correctly it promotes learning and encourages students to engage with their learning. However, some elementary teachers are not using role play to support student engagement in their classrooms.

The problem that I examined in this project study was the lack of use of role play to support student engagement in the classroom in a Colorado Elementary School (CES). A survey that was conducted on January 17, 2020, using Google Forms at CES identified the local problem. The principal of the school stated that it was discovered that 36.4% of teachers have not used role play for student engagement that school year, while only 9.1% have used it weekly. Approximately one-third of elementary school teachers at CES do not use role play to engage students. The local problem was also identified through administration observation comments. Teachers in grades first through third were trained and required to use role play to support student engagement as part of the implemented reading curriculum; however, administration stated a lack of role play activities in the classrooms in CES building during observations in the past few years.

## **Rationale**

The purpose of this basic qualitative study was to investigate early elementary school teachers' perceptions about the benefits and challenges of using role play to support student engagement. According to a survey conducted at the study site, one-third of teachers were not using role play in their classroom. According to Gordon and Thomas (2018), role play helps to increase student engagement, increase learning, and enjoyment for students. As there are studies such as the one conducted by Gordon and Thomas (2018), indicating benefits of using role play, it is important to investigate teacher perceptions of benefits and challenges to better understand the reason for one-third not using it. I addressed the local problem using a qualitative approach grounded in experiential learning theory. I conducted interviews to investigate first grade through third grade teachers' perceptions of the benefits and challenges of using role play in the classroom for student engagement.

## **Definition of Terms**

The following terms are used throughout this study:

*Experiential Learning Theory*: A theory based on the work of Kolb. The theory is based on the idea that experiential learning is a cycle of experience, reflection, thinking, and action (Kolb, 1984).

*Role Play*: Role play consists of students performing scenarios while personifying a character and can include comparing points of view (Worthington, 2018)

*Student Engagement*: Student engagement is focused on the student's involvement with academics and school related activities (Yang et al., 2018)

### **Significance of the Study**

This study was significant in that it filled a gap in practice through finding how teachers perceive the benefits and challenges of using role play to support student engagement in grades first through third. Student engagement is necessary for academic success and retention of knowledge (Kahu & Nelson, 2018). The positive social change that will occur due to this study is that teachers at the local site will benefit from the data collected on how teachers perceive the benefits and challenges of using role play to support student engagement (Sapkaroski et al., 2020). Students may benefit from teachers using strategies to support student engagement because engagement leads to increased socioemotional skills (Vitalaki et al., 2018). Students may also benefit from the use of role play for supporting student engagement as it can lead to increased critical thinking, better decision making, and increase confidence (Strickland & Welch, 2019). Overall, students may benefit from increased socioemotional skills, critical thinking, decision making, and confidence through increased use of role play.

### **Research Questions**

The purpose of this basic qualitative study was to investigate early elementary school teachers' perceptions about the benefits and challenges of using role play to support student engagement. I used the following research questions to guide this study:

Research Question 1 (RQ1): What are early elementary teachers' perceptions about the benefits of using role play to support student engagement?

Research Question 2 (RQ2): What are early elementary teachers' perceptions about the challenges of using role play to support student engagement?

## **Review of the Literature**

I conducted the literature review using online resources provided by Walden University Library. My goal was to find articles related to both student engagement and role play as used in classrooms or academic settings. Walden University Library was the primary source that I used to locate peer-reviewed articles through databases using Thoreau which includes EBSCO host, ScienceDirect, ERIC, ProQuest, and SAGE Journals. Search terms that I used to locate articles included the following: *role play, elementary classrooms, education, teacher perceptions, teacher attitudes, student engagement, and learner engagement*. I also sought peer-reviewed articles related to Kolb's experiential learning theory as a conceptual framework to better understand the action of role play. I found these articles primarily through Walden University Library using the same databases as listed prior.

The literature review is organized by sections starting with the conceptual framework and how I used it to shape the study. The literature review continues into a section about student engagement and its relationship to academics. Finally, the literature review includes an overview of role play and its significance in the classroom.

### **Conceptual Framework**

The conceptual framework that I used to support this qualitative project study was Kolb's experiential learning theory. Kolb's experiential learning theory is rooted in the experiential learning cycle that includes experience, reflection, thinking, and action (Kolb, 1984). According to Kolb (1984), learners use this process to be actively engaged in the activity. Knowledge is gained by experience as it occurs (Kolb, 1984). As Kolb has

revisited the theory over the years, the theory became focused more on the need for experience to be part of learning (Kolb & Kolb, 2018). Experiential learning is necessary for various types of learners to have the opportunity to learn and experience authentic learning (Kolb & Kolb, 2018).

Gencel et al. (2021) reviewed Kolb's experiential learning theory as a rubric to be used alongside the learning cycle. Gencel et al. (2021) noted a need for all learning to be rooted in the experiential cycle created by Kolb. I focused on experiential learning theory contributions to the understanding of how role play can impact learning engagement. I used the theory to develop an understanding of the learning cycle and the inclusion of experiential activities to be part of the cycle.

I examined how experience is a factor in learning development and engagement to understand how curriculum and classroom instruction can better focus on experienced based activities such as role play. Role play is an experiential learning activity because it includes experience, reflection, thinking, and action on the learner's part. As one-third of early elementary teachers are not using role play at CES, there is a need to have a conceptual framework that focuses on the way students learn best for engagement.

### **Student Engagement**

Student engagement is an overarching concept that is important to the study as it relates to academics in the elementary classroom. Student engagement has been studied in a variety of ways over the years and involves various aspects. The two main aspects of student engagement research involve the factors of student engagement and the types of student engagement.



### ***Factors of Student Engagement***

The factors of student engagement are studied through the academic levels, such as K-12 education (Yang et al., 2018), undergraduate courses (Fan et al., 2021; Ma & Fu, 2021; Schoeffel et al., 2018), and professionals in practice (Botham, 2018). The factors of student engagement at different grade levels are important to understand the basis of student engagement and how to increase student engagement.

Yang et al. (2018) studied elementary, middle, and high school students through school climate surveys that focused on school relationships with peers and adults alongside the student's engagement at school. Yang et al. (2018) indicated that cognitive and emotional engagement factors related most positively with teacher-student relationships based on student perspective. Students that have a positive teacher-student relationship in the classroom will exhibit higher cognitive and emotional engagement. Role play exercises can assist in creating positive teacher-student relationships.

Ma and Fu (2021) studied undergraduate students and engagement as related to various types such as behavior, cognitive, and emotional engagement. Like Yang et al. (2018), Ma and Fu (2021) found that teacher support within the classroom has the most positive impact on increased student engagement. However, Ma and Fu (2021) also found that feedback and peer atmosphere increased student engagement. According to Ma and Fu (2021) and Yang et al. (2018), teacher support is an important factor in student engagement in the classroom. Teachers can be more supportive for students in a role play capacity through a peer-mentor type relationship; therefore, increasing student engagement.

Another factor of student engagement was indicated by Schoeffel et al. (2018) in a study of undergraduate students focusing on factors of student engagement. Schoeffel et al. (2018) found the factors that increased student engagement were teaching strategies, professor interactions, and prior knowledge of the content. Yang et al. (2018) had also indicated relationships matter to student engagement as a factor that can be created from student to teacher interactions. Like Yang et al. (2018) and Schoeffel et al. (2018), Si and Fan et al. (2021) studied undergraduate students in online courses and found a primary factor related to teacher input and interactions. Therefore, relationships can be an important factor in a student's engagement.

Contrasting to the other studies, Kahu and Nelson (2018) focused on a student engagement framework and refined certain factors of engagement. Kahu and Nelson (2018) found that student engagement included factors related to interactions with others and socioemotional connections to others. Kahu and Nelson (2018) and Ma and Fu (2021) indicated an important factor for student engagement as relationships with others in general. This is different from Yang et al. (2018), Schoeffel et al. (2018), and Fan et al. (2021) which indicated that the relationships which mattered most are teacher-student relationships.

Contrasting to the studies focusing on academics from K-12 and undergraduate courses, Botham (2018) studied teaching professionals in professional development courses. Unlike all other studies mentioned, Botham (2018) found with working professionals that engagement primarily relied on intrinsic motivation rather than external relationships. Overall, important factors to student engagement are relationships with

others, whether peers or teachers, and teacher support within the classroom when applied to students. However, when applied to professionals, the main factor is intrinsic motivation. It appears through these studies that teacher-student relationships have a positive impact on student engagement in the classroom.

### *Types of Student Engagement*

Student engagement can be identified in classrooms based on student behavior and actions. Overall, engagement is best defined as students participating, investing, and having an active role in their learning (Berry, 2020). In contrast, disengagement is best defined by student withdrawal, avoidance, and disruptions (Berry, 2020). Engagement has various types including active (Chi et al., 2018; Hodges, 2018; Nguyen et al., 2018), passive (Chi et al., 2018; Hodges, 2018; Nguyen et al., 2018), and constructive or interactive (Chi et al., 2018; Hodges, 2018).

Nguyen et al. (2018) found active engagement involved students showing an interest in their academics. Like Nguyen et al. (2018), Hodges (2018) also focused on active engagement. However, Hodges (2018) while studying undergraduate students found active engagement to focus on applying prior knowledge to the topic. Like Nguyen et al. (2018) and Hodges (2018), Chi et al. (2018) focused on active engagement as part of an overarching engagement study.

Chi et al. (2018) found active engagement to focus on manipulation of information. Chi et al. (2018) was most like Hodges (2018), as they both focused on application of knowledge for active engagement. Active engagement involves interest

and application of the content. Active engagement can be used in role play scenarios by having students apply the content they have learned in a new way.

According to Nguyen et al. (2018), another type of engagement is passive engagement. Nguyen et al. (2018) found passive engagement to be students following rules within the classroom environment but not interacting with the content or others. Similarly, Hodges (2018) included passive engagement as listening to learn, which tends to be part of following rules within the classroom. Like Hodges (2018), Chi et al. (2018) mentions attentiveness being part of passive engagement. Passive engagement involves rule following and attentiveness to the lesson; however, it could lead to students lessening their interaction with role play activities.

Two other types of engagement are not mentioned by Nguyen et al. (2018) but are focused on by Chi et al. (2018) and Hodges (2018). Constructive and interactive engagement are two other types of engagement in the classroom. Chi et al. (2018) found constructive engagement to be a new application of the content learned, while Hodges (2018) found constructive engagement to be the creation of something new. Constructive engagement involves new ways of using the knowledge, whether it be in application or creation.

According to Chi et al. (2018), interactive engagement is application of the content with others. Similarly, Hodges (2018) states interactive engagement is collaboration with others using the content learned. Interactive engagement focuses on working with others while learning. Both constructive and interactive engagement can be utilized in role play scenarios by having students work together to apply new knowledge.

Engagement has various types related to it such as active, passive, interactive, and constructive. Active engagement is showing interest, applying prior knowledge, and manipulation of information. Passive engagement is a rule following and being attentive. Constructive engagement is the new application of content. Finally, interactive engagement is collaborating with others to apply the content.

### **Role Play**

Role play has been used in various education settings throughout the years. It most prominently has been used in nursing and undergraduate courses; although, there are some studies with use in elementary, middle, and high school (Sartain et al., 2021; Welch, 2021; Gordon & Thomas, 2018; Green and Cassani, 2020; Robinson et al., 2021). Role play has multiple outcomes including engagement, critical thinking, learning, communication, confidence, and motivation. These outcomes have been demonstrated across various education settings.

### ***Role Play for Increasing Engagement***

Role play has been used in various education settings to increase engagement in learners. Sartain et al. (2021) studied role play with nursing students and found an increase in student engagement and communication amongst learners. Similarly, Parker and Welch (2021) studied role play simulations with nursing students and found an increase in engagement as well as a decrease in anxiety in students. Contrastingly to Sartain et al. (2021) and Parker and Welch (2021), Gordon and Thomas (2018) and Green and Cassani (2020) studied role play with undergraduate science students.

Both studies found an increase in engagement. However, Gordon and Thomas (2018) found increased enjoyment as well. While Green and Cassani (2020) found increased collaboration as well as increased engagement. Role play has shown to increase engagement and decrease anxiety among students from undergraduate levels through to nursing programs.

Alternatively, Robinson et al. (2021) studied role play with high school students rather than undergraduate students. Yet, Robinson et al. (2021) also found an increase in engagement. Various studies have been done across different education levels from high school to undergraduate and nursing education. Each of the various academic levels mentioned have indicated an increase in engagement among learners when using role play.

### ***Role Play for Increasing Critical Thinking***

Rashid et al. (2019) found role play resulted in developed critical thinking in elementary age students. Similarly, Worthington (2018) studied the use of role play and found that this type of student-centered learning improved critical thinking. However, Worthington (2018) studied secondary students rather than elementary and found that problem-solving and collaboration improved critical thinking. Like Rashid et al. (2019) and Worthington (2018), Fallon et al. (2018) studied role play and found an increase in critical thinking. However, Fallon et al. (2018) studied middle school students rather than elementary and secondary students. Based on the data, critical thinking improved for all academic levels below undergraduate education when using role play.

Contrastingly, Kim (2018) studied role play with nursing students in undergraduate classes to prepare for simulated events. Kim (2018) found that role play was more effective for preparation of events than lectures. Like Rashid et al. (2019) and Worthington (2018), Kim (2018) found that role play improved students critical thinking. Alternatively, Kim (2018) also discovered an improvement in student self-efficacy too.

Like Kim (2018), Strickland and Welch (2019) and Welch et al. (2019) also studied role play with nursing students. Strickland and Welch (2019) found an increase in critical thinking, confidence, and decision making. Similarly, Welch et al. (2019) found an increase in critical thinking; however, Welch et al. (2019) did not find an increase in decision making or confidence. Across the uses of role play, there was a change in preparation and critical thinking for students when role play was used as compared to regular lectures.

Like Kim (2018), Strickland and Welch (2019), and Welch et al. (2019), Green and Cassani (2020) studied role play in undergraduate classes to focus on critical thinking. Green and Cassani (2020) found that role play increased critical thinking through increased student engagement and interest. In contrast to Kim (2018) and Rashid et al. (2019), Green and Cassani (2020) found that collaboration improved like Worthington (2018). Overall, critical thinking was shown to improve with the use of role play across various school levels. Some studies indicate improvement of other features such as collaboration, self-efficacy, and problem-solving.

### ***Role Play for Increasing Learning***

Ely et al. (2018) studied role play used in courses for preservice teachers. Ely et al. (2018) found role play increased learning and confidence. Similarly, Pierri (2019) studied engineering students using role play for increasing understanding. Like Ely et al. (2018), Pierri (2019) found role play increased students' mastery in learning. Mastery of learning was shown to improve with the use of role play.

Ely et al. (2018), Pierri (2019) and Gordon and Thomas (2018) found role play increased learning for students. However, Gordon and Thomas (2018) also found an increase in engagement and enjoyment for students. Contrastingly, Sapkaroski et al. (2020) studied undergraduate students using role play and virtual reality simulations and found no difference in learning. In some instances of using role play, students' engagement and enjoyment increased along with the increase in learning mastery.

Gamanik et al. (2019) studied middle school students using role play as compared to group discussions. Gamanik et al. (2019) found that role play increased concept mastery for students. Like Gamanik et al. (2019), Fallon et al. (2018) studied role play in middle school students to increase learning. Fallon et al. (2018) also found an increase in student learning during role play. Middle school students have increased concept mastery and learning mastery when role play is used during a lesson.

Contrasting to Gamanik et al. (2019), Fallon et al. (2018) found an increase in critical thinking. Alternatively, Wang et al. (2018) studied elementary students using role play. Wang et al. (2018) indicated role play consisted of exploration, discovery, and



problem solving. Like Gamanik et al. (2019) and Fallon et al. (2018), Wang et al. (2018) found that role play increased students' learning.

Like Wang et al. (2018), Bhatti (2021) and Hope (2018) also studied elementary students using role play. Bhatti (2021) found an increase in student learning as well as motivation. While Hope (2018) found an increase in learning, they also found an increase in connection with peers. Overall, studies from undergraduate courses down to elementary classes found that role play increased student learning and mastery. In some cases, role play increased critical thinking, engagement, and enjoyment as well.

### ***Role Play for Increasing Communication***

Vitalaki et al. (2018) studied role play with elementary students and focused on the use between special needs students and non-special needs students. Vitalaki et al. (2018) found the use of role play increased communication among peers. Like Vitalaki et al. (2018), Hope (2018) studied elementary students using role play in the classroom. Hope (2018) found students creating connections with peers through communication during the activity. Contrastingly to Vitalaki et al. (2018), Hope (2018) also found an increase in learning while Vitalaki et al. (2018) found an increase in socioemotional skills. Role play can lead to increased peer-to-peer interaction and communication among students.

Unlike Vitalaki et al. (2018) and Hope (2018), Worthington (2018) studied games, role play, and simulations with high school students. Like Vitalaki et al. (2018) and Hope (2018), Worthington (2018) found an increase in communication among students in the role play activity. However, Worthington (2018) also found an increase in

critical thinking and problem solving. Like Worthington (2018), Belova and Zowada (2020) studied role play with high school students.

Belova and Zowada (2020) found an increase in communication like Worthington (2018). However, Belova and Zowada (2020) also found an increase in motivation and participation. Like Worthington (2018) and Belova and Zowada (2020), Robinson et al. (2021) studied role play in high school students. Robinson et al. (2021) found an increase in communication like Worthington (2018) and Belova and Zowada (2020). Along with increase in communication among peers, students also showed an increase in critical thinking, problem solving, and overall participation in the lesson when role play was used.

Alternatively, Gilbert et al. (2018), Green and Cassani (2020), and Sartain et al. (2021) studied the use of role play with undergraduate students including education, science, and nursing courses respectively. Gilbert et al. (2018) focused on students for education leadership courses using role play and found an increase in communication and confidence. Similarly, Green and Cassani (2020) focused on undergraduate students in science courses and found an increase in communication through peer collaboration. Sartain et al. (2021) focused on nursing students and found an increase in student engagement led to an increase in student communication with peers. Students within the undergraduate level of education showed increased peer-to-peer communication, collaboration, and confidence in courses that used role play.

Role play has been studied through elementary to high school and undergraduate students and found various academic levels had an increase in peer communication.

Along with the increased peer communication, others showed increased critical thinking, confidence, collaboration, and participation. Role play helps to improve communication among students as they work together to immerse themselves into a role play scenario. The role play scenario allows for students to show their knowledge in another way allowing for increased participation and confidence.

### ***Role Play for Increasing Motivation for Participation***

Wang et al. (2018) studied elementary mathematics students using role play and found an increase in learning achievement and motivation for participation. Like Wang et al. (2018), Rashid et al. (2019) studied elementary students, in general, using role play, and found an increase in motivation to participate from students during the role play activity. Like Wang et al. (2018) and Rashid et al. (2019), Bhatti (2021) studied elementary students in role play with a focus on speech usage. Bhatti (2021) continued to find an increase in motivation for participation. Unlike Wang et al. (2018) and Rashid et al. (2019), Bhatti (2021) found an increase in attitude and skills for students that participated in the role play activity. Elementary students show an increase for participation, attitude, and skill usage when involved with role play activities.

Contrastingly, Belova and Zowada (2020) studied high school students in chemistry class using role play. Belova and Zowada (2020) found an increase in student motivation to participate and communication. Like Belova and Zowada (2020), Spencer et al. (2019) found role play increase motivation to participate. However, Spencer et al. (2019) determined the increase in motivation to participate to be related to student preference for peer-to-peer interactions in undergraduate education students.

Role play has shown an increase in motivation to participate in elementary to high school and undergraduate students. The elementary students also indicated a change in attitude and usage of the learned skill while conducting role play scenarios. High school students showed an increase in communication skills during role play activities that elementary did not necessarily indicate. Undergraduate students specifically showed a preference for peer-to-peer interactions that the lower education levels did not favor.

### **Implications**

This project study investigated teacher perceptions of the benefits and challenges for using role play to increase student engagement in the classroom. Student engagement is necessary for academic success and retention of knowledge (Kahu & Nelson, 2018). The positive social change that occurs through this study is that administrators at the local site will individually benefit from the data collected on how teachers perceive the benefits and challenges of using role play to support student engagement. Teachers individually benefit from the study as they can better understand the benefits of role play as well as ways to overcome challenges.

In utilizing role play more often, teachers could begin to see better classroom management with more engaged students. It allows for the opportunity to build better relationships with students through role play. With better engagement, students can better retain the lesson material. Students will benefit from teachers using strategies to support student engagement because engagement leads to increased social skills (Kahu & Nelson, 2018). The community of elementary education will benefit from changes in using role play to increase student engagement.

The findings of the research informed the project designed for this study. The project is a professional development workshop focusing on training teachers for using role play and ways to tackle possible challenges. Professional development is a training with modules that occurs either over one session or multiple sessions. According to Gunshenan et al. (2021), professional development sessions provide teachers with a variety of ways to enact a new teaching pedagogy and increase teacher interaction with the content. Professional development can lead to a community change as more teachers begin to utilize role play for student engagement.

### **Summary**

As shown in the rationale and literature review sections, a problem exists in a CES with the lack of use of role play to support student engagement in the classroom for grades first through third. The problem is important because the lack of use of role play to support student engagement impacts student benefits and types of engagement the student uses. Data from the CES indicated one-third of teachers do not use role play in their classroom. Information from the principal indicated teachers were expected to use role play in their classrooms with the new curriculum.

According to the information provided and information from the literature review, there is a gap in practice locally at CES for teachers using role play to support student engagement. The research questions guide the purpose of this study to investigate teacher perceptions of benefits and challenges for using role play to support student engagement.

## Section 2: The Methodology

### **Research Design and Approach**

In this basic qualitative study, I used interviews with teachers who use role play in a school district in Colorado to address the research questions. I used a basic qualitative study to focus on interviews with participants to determine the perceived benefits and challenges of role play in grades first through third. I focused on teachers' perceived benefits and challenges of role play for supporting student engagement in the classroom, which I identified through virtual interviews.

I selected a qualitative study due to the research questions that I created to interpret teachers' perceptions on the benefits and challenges of role play. Other study types that I considered were phenomenology, and ethnography. Phenomenology was rejected as it would require an in-depth analysis of the students' perspectives rather than the teachers. Ethnography was rejected as there is not a focus on the culture of the classroom for this research problem.

I answered the research questions based on teachers' responses about the use of role play being utilized and benefits and challenges of using it. I considered using focus groups; however, the perceptions could better be understood with a one-on-one interview with follow-up questions. Interviews in qualitative research are used so that the participant can provide detailed accounts from their perspective to determine the findings in the study (Merriam & Tisdell, 2016).

## Participants

I interviewed teachers in Grades 1 through 3 who use role play to support student engagement in their classroom. Purposive sampling was necessary in this qualitative study as teachers were selected based on certain criteria (see Merriam & Tisdell, 2016). I considered snowball sampling, but determined that the administration would best choose teachers meeting the criteria with fewer bias.

I selected teachers based on their use of role play to support student engagement. I defined teachers using role play in the classroom as using it at least once weekly across the required reading curriculum in their classrooms. I selected the teachers within the same district as the local problem but from different building sites. The Colorado District (CD) had eight elementary schools with a minimum of nine classes for first through third grades, giving a potential participant pool of 72 teachers.

Merriam and Tisdell (2016) recommend identifying a minimum sample size for a qualitative case study. A minimum of 12 teachers who use role play were needed for interviews to begin. Saturation was determined when participants were repetitive to each other in answers during an interview (see Merriam & Tisdell, 2016). If more than 12 teachers matched the criteria, secondary criteria were used for teachers that have been teaching for more than 2 years.

To gain access to participants, I sent a letter to the superintendent of CD requesting access to interview teachers. The proposal for the study was submitted to Walden University and upon approval the superintendent of CD was notified. Upon approval, the superintendent of CD reached out to principals for teachers who match the

criteria given and forward the teachers names and contact information. Once contact information was provided, I contacted participants for consent to participate if interested.

Principals chose teachers who use role play to support student engagement. The one-on-one interviews were semistructured and I focused on role play use in the classroom and its perceived benefits and challenges. To develop a working relationship with the participant, I began with casual conversation with the participant to go over responsibilities, confidentiality, interview process, and to determine the volunteer status of the participant. The creation of a relationship is necessary prior to the interview to gain the best insight and trust from the participant (see Merriam & Tisdell, 2016).

I maintained confidentiality through assigned alphanumeric coding for the participants and all contact information was kept on a password protected flash drive. Participants risk was low as it participation was on a voluntary basis and interviews were conducted via video conference. The participants could have removed consent at any time to participate. Any nonelectronic contact information and notes will be kept on file for 5 years and shredded thereafter.

### **Data Collection**

The data collected during the study were elementary teachers' perceptions of the benefits and challenges of using role play for student engagement. I collected the data through recorded Zoom meetings after establishing a relationship with the participant outside of contract hours. Researchers are the primary data collectors in qualitative studies (Merriam & Tisdell, 2016). The interview protocol included questions focused on



teacher perceptions of benefits and challenges regarding the use of role play for student engagement.

I created the questions to best align with the research purpose and research problem with pilot interviews conducted before the first research interview. I avoided leading questions, yes/no questions, and why questions to prevent dead-end discussions (see Merriam & Tisdell, 2016). The interview protocol consisted of five open ended questions. Each interview lasted about 30 minutes. I field tested the questions with three teachers outside of CD prior to any interviews taking place for the study. The superintendent of CD provided me with contact information after contacting elementary principals. The elementary principals provided contact information for teachers that use role play within their classroom. I contacted the participants regarding participation in the study.

Once teachers were contacted regarding their participation in the study, I sent consent forms upon agreement of interview participation. The teachers then determined a time that would work for the Zoom interview. The interview session was protected with a password given only to the participant to enter the session. The interview took place outside of the 8-hour workday and conducted through Zoom invite to the teacher's personal email address.

The session was recorded through the Zoom record function and saved on a password protected flash drive that will be stored in a lock box for 5 years after final approval of the study. The interviews were transcribed, and the participant received a

copy of the transcription to be approved. I will keep all transcriptions in a lock box for 5 years after final approval of the study.

I tracked the data through notes I took in the interviews and themes that arose during various interviews. I wrote a short reflection at the end of each interview with the interviewers understanding of the information discussed. Once the interview was transcribed, I analyzed it for themes and coded it in Quirkos software. The data were then inserted into Quirkos software to visualize common occurrences and perspectives between the interviews.

I was a teacher at the CD previously but am no longer employed by CD. I have used role play in the classroom when previously employed.

### **Data Analysis**

Data analysis is necessary to determine which parts of the data are relevant to the proposed research questions (Sale, 2022). In this study, I analyzed the data by using Quirkos to code for themes after transcription. I coded for themes to focus on aspects related to the research problem and questions (see Sale, 2022).

Thematic analysis is used to focus on coding the information from each interview based on research purpose and questions (Merriam & Tisdell, 2016). After coding each interview, themes emerged that were the overarching concepts that arose within the data collected. I used the themes to answer the research questions and purpose. The goal was to find five to six themes that helped conceptualize the data.

I used member checking for accuracy and credibility. Merriam and Tisdell (2016) stated member checks are a common form on checking for accuracy. After transcription

was confirmed by the participant and analysis was written, the analysis was provided to the participant to gain feedback. This ensured if there were any misunderstandings, the participant was able to correct them. I also used peer review for accuracy and credibility by gaining feedback from fellow Walden students and staff.

I transcribed each recorded Zoom interview that was transcribed prior to coding for themes. I assured accuracy of the findings by providing a transcribed copy of the interview to the participant within 3 days of the interview taking place. I modified interview questions to better elaborate the findings in the discrepant case. According to Merriam and Tisdell (2016), these changes for discrepant cases can be made as the interview takes place and remain valid. Through these methods, the researcher began to construct a storyline with various perspectives as needed in analytic direction of qualitative analysis (Sale, 2022).

### **Data Analysis Results**

I examined the lack of use of role play to support student engagement in the classroom in a CES. The purpose of this basic qualitative study was to investigate early elementary school teachers' perceptions about the benefits and challenges of using role play to support student engagement. Teachers in CES of the elementary level, specifically Grades 1 through 3 and had experience with role play in the classroom were interviewed. Out of the invitees, 12 teachers agreed to participate. I answered the following RQs in this basic qualitative study:

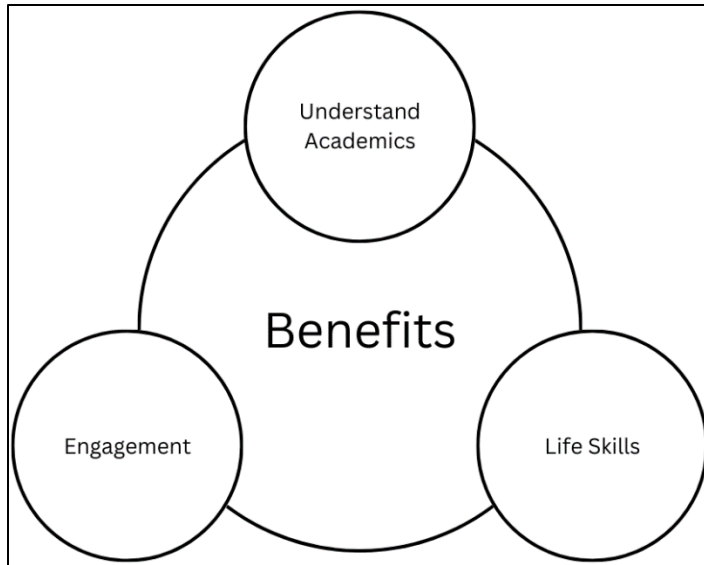
RQ1: What are early elementary teachers' perceptions about the benefits of using role play to support student engagement?

RQ2: What are early elementary teachers' perceptions about the challenges of using role play to support student engagement?

The participants were interviewed with open-ended questions to produce data to answer the RQs. Participants were interviewed via Zoom that was recorded. Once recorded, the interview was transcribed and listened to for accuracy and changed as needed. Within 72 hours, the transcription was emailed to participants for member checking. Once the transcript was confirmed for accuracy, the transcript was uploaded into Quirkos for coding. The responses were coded based on responses to questions related directly to the RQs.

**RQ1: Benefits**

I conducted 12 semistructured interviews were conducted for this study. Of the five questions from the interview protocol (Appendix B), I designed Question 4 to answer RQ1: What are early elementary teachers' perceptions about the benefits of using role play to support student engagement? Three themes emerged from the coding process (Figure 1).

**Figure 1***Themes for Role Play Benefits****Theme 1: Understanding Academics***

During the data analysis, understanding academics was a theme that emerged. This theme focused on students' ability to better grasp concepts, retain knowledge, and synthesis of information presented during a lesson. Approximately three-quarters of the participants mentioned an increased understanding of academics as a benefit of using role play in the classroom. Teacher 8 mentioned role play helped students process and learn the information presented in the activity. Teacher 11 talked about an improvement in recall in students when presented with quizzes after participation in a role play activity. Teacher 4 and teacher 2 focused on application of knowledge and recollected students applying their learning targets during role play which helped them retain knowledge. Teacher 12 said, "They definitely are able to synthesize the material better." Teacher 7 agreed that students had better application of academics in other areas after a role play

activity. Teacher 7 said, “Their outputs are greater like if there’s a writing component that has to do with role play.” Teacher 6 mentioned that students remembered information presented better when they had to help others during a role play activity. Teacher 3 and teacher 10 commented on students learning quicker and showing understanding beyond the standard. Finally, teacher 5 said, “My scores overall have increased because they love to learn that way. They seem to pick up on the content quicker. They seem to get more details. My ELA scores have increased.”

### ***Theme 2: Life Skills***

During data analysis, a theme that emerged was students learning life skills as a benefit of role play in the classroom. Learning life skills as a theme focused on students’ having life-like experiences to create understanding and knowledge of the real world to be better future citizens. The majority of the participants mentioned life skills or life experiences as a benefit to role play in the classroom. Teacher 7 mentioned students gain a better understanding of themselves in the future through role play activities. Teacher 3 talked about students gaining real life experience during role play activities such as running a pretend city and applying for pretend jobs. Teacher 8 commented on students holding themselves to a higher standard and learning leadership skills during role play. Teacher 4 said, “[Role play] gave them life skills to just know that they’re capable of doing adult things.” Teacher 6 focused on the increase in critical thinking skills students had from role play and the application of those skills in the real world. Teacher 1 and teacher 12 commented on role play providing an opportunity for real world situations and helping make sense of the world. Teacher 9 and teacher 11 discussed life skills focused

on communication and collaboration. Teacher 10 and teacher 1 mentioned social skills as part of life skills with an emphasis on relationship building and empathy.

### ***Theme 3: Engagement***

The third theme of benefits for role play that emerged was engagement. This theme focused on students' showing active engagement versus passive engagement. Participants discussed the various types of engagement that were noticed during role play activities. Three-quarters of participants discussed engagement as a benefit. One sub-theme for engagement was that role play was more fun. Teacher 3 commented that during role play students were seen having fun, participating, and overall engaged with the activity. Teacher 11 mentioned students having fun during role play and an increase in recall afterwards. Teacher 3 also remarked that role play helped the students to be engaged as the activity was more fun than standard tasks.

A second sub-theme for engagement was a change in behavior due to increased engagement during role play. Teacher 8 said, "I have students who I deal with who have a lot of behavior issues. I've noticed that if I give them those role-playing positions a lot of times those behaviors will decrease." Teacher 9 mentioned that role playing "really cuts down their behaviors" in the classroom. Teacher 5 talked about behavior being decreased due to the students being engaged in the role play and they lose focus on the negative behavior they were demonstrating. Teacher 7 focused on the impact role play had on overall classroom management due to decrease in negative behaviors.

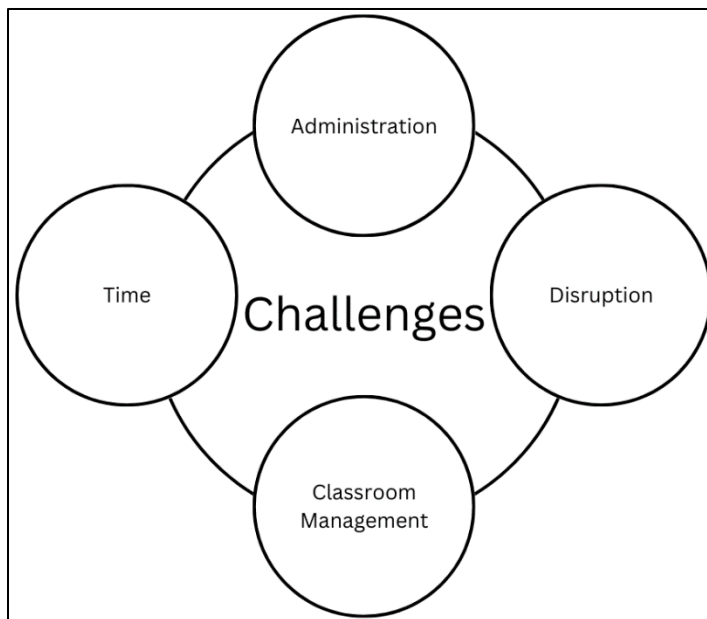
General engagement was mentioned by approximately half the participants. Teacher 2 commented on the application of knowledge occurring in an engaging way

when utilizing role play. Teacher 3 pointed out that shy students would be more willing to participate and be engaged in the activity. She said, “[Role play] makes a difference in them really being engaged in what we’re doing in the classroom.” Teacher 4 mentioned that role play provided the most engaging activities in the classroom allowing students to apply their learning in a creative way. Teacher 6 focused on students being on task and involved during role play due to increased engagement. She said, “I don’t usually have anyone who’s not engaged in the classroom during role play.” Teacher 7 discussed increased engagement as part of students having more dialogue with peers during the activity. Teacher 9 said, “You want to involve the whole class as much as you can, because the children doing it and the children watching it are more engaged.” Teacher 12 expressed that students internalize the content more effectively due to increased engagement and increased peer conversations.

### **RQ2: Challenges**

Of the five questions from the interview protocol (Appendix B), question five was designed to answer RQ2: What are early elementary teachers’ perceptions about the challenges of using role play to support student engagement? Four themes emerged from the coding process (Figure 2).



**Figure 2***Themes for Role Play Challenges****Theme 1: Administration***

The first theme that emerged from the participants' perceptions in challenges with role play was administration. Administration focused on principal and vice principal reactions to staff implementing role play within their classrooms. One-third of participants mentioned administration was a challenge that prevented role play activities. Teacher 5 mentioned multiple times that a main challenge was the push back from administration to follow the scripted curriculum with fidelity. She commented that the scripted curriculum did not include any type of role play activities. Teacher 6 discussed the need to use her own money as administration would not supply any items needed for the role play activity. Teacher 12 had administration view role play as simply playing in the classroom and administration did not see the benefit to including it. Teacher 8

discussed role play not being utilized as administration did not know the benefit of role play; therefore, she and others would not use it as frequently.

### ***Theme 2: Disruption***

A second theme that arose during discussions of challenges for role play was disruptions in the classroom. Disruptions focused on student behavior during the activity as well as pull outs for students in other academic areas. One-third of participants mentioned disruptions to the classroom as a challenge for role play. Teacher 11 explained that disruptions would occur when students would become “too silly” or say unexpected comments during the activity. Teacher 1 mentioned students disrupting the role play activity because they did not want to participate. Teacher 2 focused on disruptions that occurred due to students being pulled out for interventions, such as special education or speech. Teacher 12 expressed disruption as a challenge due to working in small groups and some may be off task.

### ***Theme 3: Classroom Management***

The third theme that emerged during participant interviews was classroom management. The classroom management theme focused on teachers’ lack of classroom management as well as student behaviors in creating a negative classroom management situation. Approximately half of the participants mentioned classroom management as a challenge to using role play. Teacher 10 focused on a lack of expectations in the classroom as a challenge as “students would shut down” from the activity. Teacher 7 and teacher 11 mentioned expectations as part of classroom management. She said, “[You] need to be really clear about your classroom culture and how this is just part of what we

do, but we do it in a way that keeps everybody safe and active.” Teacher 9 expressed a lack of classroom management created a loud and directionless role play activity.

Teacher 12 focused on logistical issues that could arise during role play if there was a lack of classroom management. Teacher 1 pointed out students ignoring the rules of the classroom created a challenge for role play.

#### ***Theme 4: Time***

The fourth theme that arose during the interviews was a lack of time. This theme focused on teachers’ indications of time being a main restraint on creating and implementing the best role play activity they could. Approximately half of the participants mentioned time as a challenge for utilizing role play. Teacher 1 mentioned the role play unit she prefers takes time to fit it into the schedule and plan it. Teacher 2 commented on missed deadlines due to lack of time for role play. Teacher 4 focused on the time needed for planning especially if the role play activity is a month long and needs to connect a variety of standards. Teacher 5 said, “Definitely my top [challenge] is time constraints.” Teacher 6 mentioned time as a challenge since role play requires more preparation. She mentioned that she has been criticized for her use of time to prepare a role play activity. Teacher 10 felt time constraints prevented her from meeting different student needs in the classroom during a role play activity.

#### **Evidence of Quality**

The transcriptions were reviewed multiple times to determine all themes were accounted for in the analysis. After analysis, no discrepant themes were found. Not every theme was addressed by all participants. However, the participants that did mention

similar themes were consistent with each other in perspective. The participants were emailed the transcript for their interview to conduct a member check for accuracy. Participants discussed any need for changes in the transcript to accurately depict their perspective. Member checks and discussions aided in creating valid and trustworthy results.

Before research began, IRB approval was acquired. Along with IRB approval, CES district approval was acquired after obtaining permission from district superintendent and human resources (Appendix C). Once full approval was received from IRB and CES district, emails were sent to administrators within the district to begin obtaining possible participants from snowballing. The email introduced myself and outlined requirements for participants and the purpose of my study (Appendix D).

Collected data will be stored on a password protected flash drive. In case flash drive is connected to my computer, a lock screen requires fingerprint scan to unlock. Data will be maintained for the next five years as required. Zoom was used to conduct the interviews and Otter.ai was used to live transcribe interviews as they were being conducted. The transcription was checked for accuracy and emailed to participants for member checks. Quirkos was utilized for coding and finding themes within the transcriptions. Transcriptions were uploaded to Quirkos and coded based on common theme occurrences. Data was analyzed multiple times to ensure accuracy and validity.

### **Summary**

The purpose of this basic qualitative study is to investigate early elementary school teachers' perceptions about the benefits and challenges of using role play to

support student engagement. Through this qualitative study, teachers' perceptions of benefits and challenges were explored. Data was collected through semistructured interviews of elementary school teachers in Grades 1 through 3 with experience using role play in the classroom. The interviews created data that worked toward answering the RQs for the study.

According to the findings, understanding academics, life skills, and engagement were themes for RQ1. For RQ2, administration, disruption, classroom management, and time were themes that emerged. Based on the findings, professional development was the chosen project deliverable. In section 3, the project rationale, literature review, evaluation, and implications are presented.

## Section 3: The Project

### **Introduction**

In this qualitative study, I examined teachers' perspectives on benefits and challenges of using role play for student engagement in the classroom. The data and current literature determine professional development is an appropriate project deliverable. For the project deliverable, I made a 3-day professional development project on using role play for student engagement. The project consists of purpose, goals, learning outcomes, and target audience. I outline components, timeline, and activities along with trainer notes, materials, and formats for the hour-by-hour plan. The plan for implementation and evaluation is discussed. The project will familiarize educators with the benefits of role play and address the challenges of role play implementation.

### **Rationale**

In Section 2, I discussed the findings of the study based on the interviewee responses, which determined professional development as the project deliverable. I determined benefits of role play were understanding academics, engagement, and life skills. I also determined the challenges of role play were administration, disruptions, classroom management, and time. Due to a need for the benefits to be more aptly known and challenges needing a solution, professional development was appropriate for the project deliverable. Professional development included the opportunity to introduce the benefits of role play to educators and administrators. The training also included time for discussing challenges of implementing role play and potential solutions for them.

## Review of the Literature

In Section 1, I discussed the conceptual framework, Kolb's experiential learning theory, and factors of student engagement and role play. Analysis of data collected showed multiple themes. The themes for RQ1 were the following: understanding academics, life skills, and engagement. The themes for RQ2 were the following: administration, time, disruption, and classroom management. To address these themes and develop the project deliverable, a second literature review was conducted.

The literature review showed that professional development would be a suitable project deliverable. Elementary school teachers from Grades 1 through 3 at CES are not consistently using role play for student engagement which has created a gap in practice. Teachers need to be more knowledgeable in the benefits of role play as well as ways to overcome challenges to better utilize role play in the classroom. Professional development is needed at CES to provide knowledge of benefits and overcoming challenges to teachers.

I conducted a review of literature for the project deliverable. EBSCOhost was primarily used to find other databases with appropriate content. Key search terms were *financial resources*, *professional development*, *time management*, *district training*, *classroom management*, and *professional learning communities*. I focused on professional development specifically to not repeat content from the research literature review. The literature review is organized by professional development, professional learning communities, time management, and classroom management.

## **Professional Development**

Professional development is a core part of training teachers once they have entered the field of education. Professional development should include collaboration, reflection, addressing current beliefs, and model new ideas. For professional development to be effective, teachers need a chance for reflection within the time of the development rather than outside of it (Miranda et al., 2021). According to Lo (2021), reflection is a key part of teachers being able to begin implementation of the content from professional development. Jenson and Walker (2021) stated that reflection with a peer is necessary to better understand the community involved in the professional development. Brown and Weber (2019) agreed that reflection should be cooperative, and peer based to remain effective. Alternatively, Anderson et al. (2022) stated reflection should be self-reflection only to maintain honesty in the reflection practice. Pacini-Ketchbaw et al. (2023) indicated the importance of reflection to begin to create long term goals based on professional development. However, Bartley and McKay (2022) stated reflection should be used in conjunction with active learning activities. Professional development needs to include reflection as an activity during the meeting time. The reflection activity can include peer reflection or self-reflection. Reflection activities can be used alongside goal making and other activities or as an individual end of day activity instead. Regardless of how it may be used, reflection is a necessary component of professional development.

Another important component to professional development is addressing current beliefs and needs that educators have. According to Mohammad Qablan (2019), by addressing current beliefs, greater support for teachers is available through the



professional development experience. Estaji and Molkizadeh (2022) also agreed that addressing current beliefs is one of the main components for an effective professional development program. Alternatively, Granger et al. (2018) stated that not only beliefs should be addressed, but that current knowledge of the content needs to be addressed as well. Chen and Cao (2022) agreed with Granger et al. (2018), stating that current knowledge, attitude, and beliefs are necessary for professional development. Connors (2019) agreed with Chen and Cao (2022) that attitudes as well as beliefs should be addressed at the beginning of professional development. Contrastingly, Borko et al. (2021) stated that teacher strengths, interest, and needs were necessary when discussed current beliefs and attitudes during professional development. Professional development must include time to address teacher beliefs, needs, and attitudes relating to the content being discussed to best serve the community.

Modeling was also discussed as a primary component of professional development. Myran and Masterson (2021) said that after discussing participant experiences and needs there is a necessity for modeling to show the main aspects of the professional development content. Lo (2021) agreed that content and modeling needed to be presented cohesively. Pacini-Ketchabaw et al. (2023) also stated that modeling is needed to grow community and gain understanding of the professional development content. Modeling is a necessary component of professional development to address the content.

Another primary component of professional development is mentoring and coaching. Connors (2019) stated mentoring helps create positive outcomes after

professional development has ended. Gore et al. (2021) agreed stating that mentoring created positive effects on the quality of teaching after the professional development had concluded. McLeod et al. (2019) focused on the importance of using coaching along with the creation of action plans to improve the teaching process. Lo (2021) also agreed that coaching is necessary for improvement. Alternatively, Jensen and Walker (2021) emphasized the necessity for peer mentoring relationships to be the focus rather than traditional mentoring. Mentoring and coaching are important professional development aspects that need to be created during the program to create positive outcomes continually once the program has ended.

There are other general needs for successful professional development. Brunsek et al. (2020) stated a need for quality and intensity during professional development to create a positive relationship to student learning. Gore et al. (2021) agreed there are positive effects on student learning when quality professional development is used. Pacini-Ketchabaw et al. (2023) stated a need for activities that directly connect to the current curriculum and deeper thinking to create increased confidence. Chen and Cao (2022) agreed that a meaningful connection to the curriculum is necessary for positive outcomes. Lo (2021) stated that while connecting to the curriculum is important, so is allowing time to work on development of lessons related to the curriculum and professional development. Professional development needs to connect to the curriculum in a meaningful way and provide quality content to improve student learning.

### **Professional Learning Community**

Professional learning community (PLC) is an effective method for introducing collective learning for professionals after a professional development has been completed. Beddoes et al. (2021) discussed collective actions as part of PLC. Beddoes et al. (2021) also stated the need for long-term planning as a collective with short term goals that are easy to reach. Adrienko-Genin et al. (2023) and Beddoes et al. (2021) focused on the need for collaboration and reflection to be involved within the PLC. Thornton and Cherrington (2019) also believed collaboration is a main requirement for successful PLC. PLC needs to include shared focus, vision, and commitment (Andrienko-Genin et al., 2023; Thornton & Cherrington, 2019). Thornton and Cherrington (2019) included the need for specific leadership roles and ownership within the PLC. PLC is a dynamic part of professional development and must include collective goals, collaboration, reflection, and ownership to be successful.

### **Time Management**

Time management is an important part of professional development. Time management needs to be explicitly included as part of professional development. Oyarzun et al. (2020) discusses the need to schedule time for activities and to organize content in modules to be followed. Oyarzun et al. (2020) also stated that content should be repeated with review of content provided as part of managing time within a professional learning setting to prevent loss of content. Waldeyer et al. (2022) agreed that time management strategies need to be explicitly included and taught to be effective. Oyarzun et al. (2020) and Waldeyer et al. (2022) focused on the importance of time

management being included as part of professional development both for the facilitator and attendees. Time management is important to professional development to maintain organization and effectiveness.

### **Classroom Management**

Classroom management is a necessary tool both in the classroom and in professional development seminars. Nagro et al. (2020) stated classroom management skills were increased through video observations and reflections. Heck et al. (2019) agreed that practice-based training helped increase management skills. However, Smyth et al. (2022) indicated that pre-lesson preparation and planning created a bigger impact on classroom management. Alternatively, Debs et al. (2019) stated classroom management was increased when using student centered learning as it created flexibility versus rigidity in pre-planned activities. Overall, Dilshad et al. (2019) focused on the need for direct training to create positive classroom management experiences. Classroom management has a range of implementations from student centered to pre-planned. Classroom management does become more effective when using direct training and observations as a method for learning management strategies.

### **Project Description**

To meet the purpose of this basic qualitative study, I explored elementary teachers' perspectives on the benefits and challenges of using role play for student engagement. Due to the gap in practice that I found, the project literature review, and study findings, I created this professional development. I created professional development to increase teacher knowledge of the benefits of role play in the classroom

and address ways to overcome challenges to using role play. The 3-day seminar begins with introducing teachers to role play in the classroom. The second and third days include understanding the benefits of role play and challenges of role play.

The implementation of this project is proposed for the fall of the 2024-2025 school year. For the implementation to occur, I will attend a district meeting to propose the project and request consent to implement the project. Current stakeholders and the school board will need to be involved in the proposed implementation. Support from the school district is likely as a current curriculum involving some role play is already in place.

Teachers from each elementary school will be asked to attend. The project can be implemented either district wide or school specific depending on the district's requirements for implementation. Professional development will run from 8:00 am to 3:00 pm with an hour break for lunch for three days. There are no financial responsibilities needed from the district for implementation. The following are needed supplies: (a) conference room to accommodate 60 participants; (b) computers brought by each participant; (c) smart board or projector; (d) pens, markers, highlighters; (e) chart paper; (f) sticky notes and notecards; (g) microphone; and (h) copies of daily schedule, outlines, activities, and evaluation sheets.

A potential barrier to implementation of the project is continued COVID-19 protocols in the school system preventing the ability to attend a professional development in person depending on the school. Another barrier that could be encountered is teacher burnout preventing engagement during the seminar.

### **Project Evaluation Plan**

I plan to use the participatory approach to evaluate the project (see Spaulding, 2013). Spaulding (2013) indicated that a participatory approach to evaluation leads to a greater likelihood that the results will be used to adjust and change the project as needed. The participatory approach is used to focus on what is needed to improve based on those who participated in the program. Participatory approach to evaluation is similar to goal-based evaluation. The goal of the program is to increase teachers' awareness of the benefits of role play and ways to overcome challenges for implementation. The participants at the end of the 3-day training will be asked to fill out a survey indicating what they liked and what needs improvement for the program to be effective. The survey (Appendix A) will be given at the end of day three and includes ratings and write-in answers. The researcher-created survey assesses participant feedback on the program.

### **Project Implications**

I focused on teachers' perceptions of benefits and challenges for using role play for student engagement in the classroom. I designed the project deliverable to introduce teachers to the benefits and challenges of role play through professional learning activities and collaboration. Implementation of the project may increase awareness of the benefits of role play for students to be engaged in the classroom. The project could help teachers better understand ways to overcome challenges related to using role play in the classroom. The project can provide support to teachers for implementing role play in the classroom. Research shows that professional development quality increases student learning (Brunsek et al., 2020). Therefore, students may also benefit from professional

development as teachers begin to utilize role play more in the classroom. Students can be more engaged creating better life skills, learning, and focus as determined by data collection in Section 2. The project has potential to create positive social change for students, teachers, stakeholders, and community.

The project can also have far-reaching outcomes from implementation. The project deliverable can be shared across various districts across the state of Colorado leading to many teachers gaining knowledge of the benefits and overcoming challenges for role play. This also leads to students of those teachers benefiting from the implementation. The study can also be used in the future for further research in role play and student engagement.

### **Conclusion**

This basic qualitative study has aimed to understand teachers' perspectives on the benefits and challenges of role play for student engagement in the classroom. Based on the findings, the deliverable for this study was created as a three-day professional development focused on increasing knowledge of the benefits of role play and overcoming challenges. In this section, the project was described, a literature review completed, an evaluation plan created, and implications discussed. The project (Appendix A) includes the following: hour by hour detail for each day, goals, learning targets, target audience, activities, handouts, PowerPoint slides, trainer notes, and evaluation survey. In Section 4, I discuss the strengths and limitations of the project, alternative approaches, scholarship, project development, leadership and change, reflection on the importance of the work, implications and applications, and direction for future research.

#### Section 4: Reflections and Conclusions

In this qualitative study, I focused on understanding teachers' perspectives of the benefits and challenges of using role play for student engagement. The problem I examined was the lack of use of role play to support student engagement in the classroom in a CES. The lack of use of role play created a gap in practice locally. I created two RQs to guide this research. The first RQ was used to address elementary teachers' perspectives on the benefits of using role play for student engagement in the classroom. The second RQ was used to address elementary teachers' perspectives on the challenges of using role play for student engagement in the classroom. Twelve teachers participated in this basic qualitative study. I collected data through an open-ended semistructured interview conducted digitally. Coding and thematic analysis were conducted for analysis. Through the research, many themes emerged for benefits and challenges for using role play in the classroom. I designed a 3-day professional development to increase teachers' knowledge of the benefits and ways to overcome the challenges of role play in the classroom.

#### **Project Strengths and Limitations**

In Section 3, I presented the goals of the project deliverable based on findings and literature review that was conducted. I designed the professional development project to address the benefits of role play in the classroom and ways to overcome challenges of using role play in the classroom. The strengths of the project are based on the literature review and analysis of data that I collected. The project gives teachers the opportunity to learn about the benefits of role play and provides solutions for overcoming the challenges in using role play. Professional development creates a collaborative and reflective



environment with time built in for teachers to create lessons with role play. The professional development project supports teachers in implementing role play using feedback and professional learning communities as well as overcoming challenges through collaboration and discussion.

Another strength of the project is through presentation and activities, it is designed to be repeatable to other schools or districts. The project can be shared across the state, or the country so various schools and districts can benefit from it. This will result in the benefits and challenges to reach other educators outside of CES.

Time is a limitation of the project. The project requires teachers to attend a 3-day professional development on role play. This is best implemented at the beginning of the year before students start so there are three consistent days to conduct the professional development. This can add stress to teachers who are already time limited at the beginning of the year with other professional development, classroom setup, and meet the teacher nights.

### **Recommendations for Alternative Approaches**

As previously mentioned in Section 1, the problem I examined in this study was the lack of use of role play to support student engagement in the classroom in a CES. Alternative approaches could have been used to address a gap in practice. A different approach could have been to interview instructional coaches about the use of role play and discussions that have revolved around it. This could have resulted in the identification of benefits and challenges that mentee teachers have in using role play.

Another approach could have been to look at the perceptions of the students participating in role play and their engagement in the classroom.

### **Scholarship, Project Development and Evaluation, Leadership, and Change**

Before this journey in a doctoral program, I had completed my Master of Art in Education and Educational Specialist degrees. I used these degrees to engage in smaller levels of research; however, the doctoral program included time for me to see the whole horizon of research and the processes it entails, including the processes needed for research entailed building a literature review of my study and finding a gap in practice. I learned most about the processes of finding interviewees and data analysis after interviews were completed. The process of creating semistructured interview questions was the most daunting for me. The questions need validity and trustworthiness, but also had to directly pertain to the problem being studied.

As a scholar, I have grown personally on many levels. I am more critical of analysis in sources that I read and have gained a higher level of perseverance through this program. As a practitioner, I can apply knowledge that I learned through my literature reviews, interviews, and data analysis personally in my own field of work. As a project developer, I have gained a better understanding of the process required to create and build a professional development program that can be successful and create a positive social change in the community. Previously, I only had experience participating in professional development and I was able to apply my experience, both positive and negative, to the activities created in this project.

### **Reflection on Importance of the Work**

I guided this qualitative study using Kolb's experiential learning framework. Through exploring teachers' perceptions of benefits and challenges of role play for student engagement, I learned about ways to overcome challenges in the classroom. Research showed that teachers need to better understand the benefits of role play and how to overcome challenges to begin implementation in the classroom. Time, administration, classroom management, and disruptions are challenges that prevent educators from using role play in the classroom. Teachers need to have time, support, management skills, and minimal disruptions to implement role play in the classroom. Overall, the importance of the work was the ability to create strategies to overcome challenges in role play implementation that can be used elsewhere in the educational field as well.

### **Implications, Applications, and Directions for Future Research**

This study may have an impact on teachers' instructional practices and student engagement in the classroom. The impact of student engagement in the classroom can lead to increased motivation, communication, knowledge, critical thinking, and confidence in students.

Social change impact can occur individually with teachers who attend the professional development gaining knowledge of benefits and ways to overcome challenges in using role play. The students can benefit from social change impact by increasing critical thinking skills using role play in the classroom leading to become more productive citizens. The school district can have positive social change in teachers overcoming challenges related to role play that can be implemented in other avenues as

well. Positive social change could lead to a policy adjustment in the district to allow for more time and resources for teachers to utilize in implementing role play in the classroom.

There are also empirical implications of the study as well. Teachers who do not have access to the professional development provided in this study can still learn about the benefits and challenges of role play by acquiring the study. The study adds to the literature the benefits and challenges of using role play for elementary school teachers. To create a broader understanding of the content, the study could be replicated with upper-level elementary teachers, middle school teachers, high school teachers, or teachers outside of the local area that were interviewed for this study. Future research on the benefits and challenges of using role play for student engagement can add to the themes found in this study.

### **Conclusion**

School achievement is a major focus in current school legislation and policies. Achievement is important for student progress and future college attendance. Achievement can be gained in a variety of ways through the classroom. Policies and school legislation focus on the need for achievement but lack the specifics of ways to increase student achievement. Students need to be engaged in class to increase their learning, critical thinking, and communication. Role play is a strategy to increase engagement that is not directly taught to teachers for utilization and tends to be overlooked. By providing professional development and study that focuses on role play, it provides the teachers with another method of increasing student engagement and

achievement. Presenting an outline of the benefits of role play and strategies to overcome challenges can result in teachers having a better understanding of implementing role play in the classroom.

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## Appendix A: The Project

## Agenda at a Glance

<b>Role Play PD</b>		
<b>Day 1</b>		
<b>Audience:</b> General Education Elementary Teachers	<b>Location:</b> Gym	<b>Presenter:</b>
<b>Time</b>	<b>Session Title</b>	
8:00-8:30	Arrival/Sign In	
8:30-9:30	Welcome Introduce Facilitator Agenda Discuss Purpose Learning Outcomes Norms and Standards Getting to Know You Activity	
		Slides 1-6
9:30-10:30	Defining Role Play Discuss current Beliefs and Attitudes	
		Slides 7-9
10:30-10:45	Break	
		Slide 10
10:45-11:45	Defining Student Engagement Discuss current Beliefs and Attitudes	
		Slides 11-13
11:45-12:45	Lunch Break	
		Slide 14
12:45-1:45	Define PLC and Create PLC teams	
		Slides 15-18
1:45-2:30	Collaboration and Discussion	
		Slides 19-20
2:30-3:00	Wrap up	
		Slides 21-22
<b>Materials:</b>	paper and pens for each table	

Role Play PD		
Day 2		
<b>Audience:</b> General Education Elementary Teachers	<b>Location:</b> Gym	<b>Presenter:</b>
Time	Session Title	
8:00-8:30	Arrival/Sign In	
8:30-9:30	Welcome Review Norms Reflect on Previous Day Memory Toss Overview Benefits	
		slides 1-5
9:30-10:30	Engagement Walk and Talk	
		Slides 6-8
10:30-10:45	Break	
		Slides 9
10:45-11:45	Life Skills Tell 3	
		Slides 10-12
11:45-12:45	Lunch Break	
		Slides 13
12:45-1:45	Academics	
		Slides 14-16
1:45-2:30	PLC Time/Microteach	
		Slides 17-18
2:30-3:00	Wrap up	
materials:	paper and pens each table	
	5-10 tossable balls (depending on group size)	
	sticky posters	
	markers	
	sticky notes	

Role Play PD		
Day 3		
<b>Audience:</b> General Education Elementary Teachers	<b>Location:</b> Gym	<b>Presenter:</b>
Time	Session Title	
8:00-8:30	Arrival/Sign In	
8:30-9:30	Welcome Norms Reflect Overview Challenges	
		Slides 1-5
9:30-10:30	Time Jigsaw Solutions	
		Slides 6-8
10:30-10:45	Break	
		Slide 9
10:45-11:45	Administration Tell 3	
		Slides 10-1
11:45-12:45	Lunch Break	
		Slide 13
12:45-1:45	Management/Disruptions	
		Slides 14-1
1:45-2:30	PLC/Microteach	
		Slides 17-1
2:30-3:00	Wrap up	
		Slides 19-2
materials:	paper and pens each table	
	sticky posters	
	markers	
	sticky notes	



## ***Role Play for Student Engagement***

Presenter: Hannah Henry  
Walden University Doctoral Candidate

### ***h̄r̄s̄ũ̄r̄s̄ĩ Ũ̄3 5ǞŦ̄Ŧ̄ Ğ̄***

Day 1: Introductions and overview of role play and student engagement; begin discussing the benefits of role play

Day 2: Benefits of Role Play: Student Engagement, Life Skills, and Understanding Academics

Day 3: Challenges of Role Play: Time, Administration, Classroom Management, Disruptions



## CAΨAZU

Professional:  
 BA Natural Sciences  
 MA Curriculum Instruction, and Innovation  
 EdS Organizational Leadership  
 EdD Candidate Curriculum and Instruction

Personal:  
 Taught for 7 years in Elementary School  
 Mom to Two Boys  
 Married 4 years



Administer getting to know you activity after introduction to give everyone a chance to get to know each other; Directions: 30 seconds to a minute to go on phone and find your favorite vacation spots, favorite thing, and something that means the world to you.

Round 1: Pair up, discuss the favorite vacation spots for 2 minutes

Say Switch

Round 2: Pair up, discuss favorite thing for 2 minutes

Say Switch

Round 3: Pair up, discuss something that means the world to you

## t PυΨis

The purpose of this training is to introduce elementary teachers to role play in the classroom

It will overview benefits of using role play

It will overview the challenges of role play and ways to overcome them

We will assign you to a PLC group to work on curriculum with during this training session

## *DUAÖi& hP7&UF sü*

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The goal of this training is to be more familiar with the benefits and challenges of role play and the classroom

The expected outcome is to begin increased implementation of role play activities in the classroom.

## *bUÖü*

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We will respect each other's time

We will release on time

You will have a morning break and lunch break

Diverse ideas help us grow, take time to listen

***Are there norms you would like to include?***

## ἵ Ἰἄ/ḡḶḷḷḷḷḷ ḡḶḷḷ Ḷḷḷḷḷḷ?

Take 5 minutes to discuss with your table group what role play means to you and how would you define it.

*What are your current beliefs on using it?*

*What are your attitudes towards it?*

After 5 minutes, have groups choose one person to be their speaker and share their thoughts and current attitudes toward role play

## ḷḷḷḷ ḡḶḷḷ ḷḷḷḷ..

Have each table group take into consideration every tables ideas and thoughts on role play and each table comes up with a definition for role play



uŃ óŃ̄ü..

/ĪĀ Ğġ ĞĶ ś'ũłŚĪ ĄŷŷĶ ĄŷŷŷĶ ĄŷŷŷĶ ĄŷŷŷĶ ĄŷŷŷĶ  
 ŷŷ

Now that all have given their definitions of role play, introduce the definition and have them discuss how it relates to the definitions they gave and beliefs they have towards role play.

. ŷĀŷ

Please return by 10:45

## What is Student Engagement?

Take 5 minutes to discuss with your table group what student engagement means to you and how would you define it.

*What are your current beliefs on it?*

*What are your attitudes towards it?*

After 5 minutes, have groups choose one person to be their speaker and share their thoughts and current attitudes toward student engagement

## What are your thoughts on student engagement?

Have each table group take into consideration every table's ideas and thoughts on student engagement and each table comes up with a definition for student engagement

What is student engagement?

What is student engagement?

Now that all have given their definitions of student engagement, introduce the definition and have them discuss how it relates to the definitions they gave and beliefs they have towards student engagement.

[P. 11 . 11.11]

Please return by 12:45

## What is Student Engagement? How do you define it?

Take 5 minutes to discuss with your table group what student engagement means to you and how would you define it.

*What are your current beliefs on it?*

*What are your attitudes towards it?*

After 5 minutes, have groups choose one person to be their speaker and share their thoughts and current attitudes toward PLC

## How do you define PLC?

Have each table group take into consideration every table's ideas and thoughts on PLC and each table comes up with a definition for PLC

What is PLC?

What is PLC?  
 How does it relate to your beliefs and definitions of PLC?

Now that all have given their definitions of PLC, introduce the definition and have them discuss how it relates to the definitions they gave and beliefs they have towards PLC.

PLC Groups

We are going to break you up into PLC groups that you will collaborate with during the next two days of this professional development

PLC Group 1: Grades K and 1

PLC Group 2: Grades 2 and 3

PLC Group 3: Grades 4 and 5

PLC Group 4: Specialists and Special Education

Depending on attendance and group size, the plc groups may need to be broken up differently. Revisit at the beginning of day one during break or lunch break to create effective PLC groups

## ***Η ΘΥΡÌΓΩΡÓ...***

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Discuss and create norms for your group

Discuss how our new knowledge of student engagement and role play can be used in our current classrooms

Discuss if you have ever used role play in your classroom and give an example of how

Time about 10-15 minutes and check in to see progress and determine if more time is needed

## ***{í τḂ ḂḂ!***

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Regroup by intermingling your groups.

Try to be in a group that has someone from PLC Group 1, PLC Group 2, PLC Group 3, and PLC Group 4

Review discussions that were had in your group with the others

Time 10-15 minutes and check in

## Ἐἰς...

Definition of Role Play  
Definition of Student Engagement  
Definition of PLC  
Created PLC Groups

## Ἐἰς ἄλλο ...

Benefits of Role Play  
Engagement  
Life Skills  
Academic Understanding  
PLC Group Time  
*Please bring current curriculum manuals tomorrow*



# Walden University Doctoral Candidate 5A02

Presenter: Hannah Henry

Walden University Doctoral Candidate

Make sure to add norms in that were asked to be added in from the day before



## *a sT Uθ Qüü*

Each table will have a small ball to toss  
When you catch the ball, you need to say one thing  
you remember from our meeting yesterday

Time for 5-10 minutes based on group size, check in and see if they need more time

## *. st sa 7a Uzu Uθ t Qθ*

What do you believe some benefits of role play may be?

Give 5 minutes to discuss in table groups what benefits they think may be part of role play

## Uživanje u učenju

Increased Engagement  
Learn Life Skills  
Understanding Academics

## Prisustvo u nastavi

Walk and Talk

Time 10 minutes for groups to walk and talk (mingle) to discuss what engagement looks like in their classrooms.

## Study 1: Best of G&T

- Increased fun
- Higher participation
- Better behavior outcomes
- Apply learning in a new way
- Increased on task peer to peer conversations

From the outcome of the study student engagement show to increase fun for students, have higher participation rate from more students (even shy students), behaviors were better, it allows students to apply learning in a new way, peer to peer conversations stayed on task more frequently

## Study 1: Best of G&T

- PLC time
  - Discuss and begin planning a role play microlesson that focuses on engagement
  - Does not have to be curriculum/content based right now

There will be a microteaching opportunity this afternoon for role play. Give PLC groups time to discuss and begin planning a microlesson that would use role play  
Emphasize a microlesson should only be 5 min max

## . ᵱᵱᵱ

Please return by 10:45

## . ᵱᵱᵱ: [ᵱᵱ {ᵱᵱᵱ}

*Tell 3 people about a time you saw your students show a better understanding of a life skill in your classroom (you'll have 2 minutes each, then switch)*

Time 2 minutes for person 1, 2 minutes for second person to share

Switch

Time 2 minutes for person 1, 2 minutes for second person

Switch

Time 2 minutes for person 1, 2 minutes for second person

## **. st sa72: [i's {nOv**

*Better understanding of their future selves*

*Gain real-life experience*

*Hold themselves to higher standards*

*Learning leadership*

*Increased critical thinking skills*

*Social skills and relationship building*

*Increased empathy, communication, and collaboration*

Overview the skills that were discussed during study

## **. st sa72: [i's {nOv**

PLC time

Discuss and begin planning a role play microlesson that focuses on life skills

Does not have to be curriculum/content based right now

There will be a microteaching opportunity this afternoon for role play. Give PLC groups time to discuss and begin planning a microlesson that would use role play  
Emphasize a microlesson should only be 5 min max

## **[PŁ l'Ī . ůĀŋ]**

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Please return by 12:45

Please bring curriculum materials with you upon return

## **. štśa78: ŮtrśuŹá rŭ Ĝ! l'ĀśFĭŵ**

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*Tell your table group what an increased understanding of academics would mean for you and your students*

Give 5-10 minutes to share in table groups

## **. št ša78: Ůt řsũžt řt Ĝ! l'ĀřsFīlũ**

*Process and learn information*

*Improvement in recall during post quizzes*

*Application of learning targets and  
recollection*

*Better synthesis of materials*

*Increased Scores*

Overview the Benefits that were discussed during study – increased scores was commented on by multiple teachers who had implemented role play in their classroom

## **. št ša78: Ůt řsũžt řt Ĝ! l'ĀřsFīlũ**

PLC time

Discuss and begin planning a role play  
microlesson that focuses on academics

DOES have to be curriculum/content  
based

There will be a microteaching opportunity this afternoon for role play. Give PLC groups time to discuss and begin planning a microlesson that would use role play  
Emphasize a microlesson should only be 5 min max

## α ἰὺ&Αἰτ ἡ Ḡ

- Pair groups for microlessons
- PLC Group 1 & Group 2
- PLC Group 3 & Group 4
- Present Engagement mini lesson, switch
- Present Life Skill mini lesson, switch
- Present Academic min lesson, switch
- 5 minutes for each lesson

Depending on attendance and group size, the plc groups may need to be broken up differently. Revisit at the beginning of day one during break or lunch break to create effective PLC groups Groups will have extra time tomorrow to complete mini lessons as needed

## ἡ ΘΥΠὶḠῶΡό...

Reflect on what you noticed, saw, felt during the microlessons the other group presented to you

*Do you feel you were more engaged?*

*How was the life skill introduced?*

*Can you see your students benefitting from role play lessons?*

Time about 10-15 minutes and check in to see progress and determine if more time is needed



## *Ἐῤῥᾶ...*

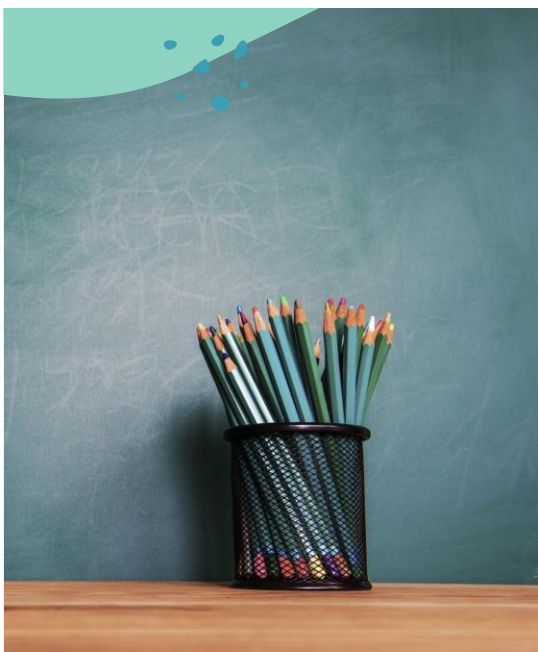
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Benefits of Role Play  
Engagement  
Life Skills  
Academic Understanding  
PLC Group Time

## *Ἐῤῥᾶ ...*

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Overcome Challenges  
Time  
Administration  
Classroom Management/Disruptions  
PLC Group Time



*uLŮ t Ōθ žūŕ 7B r'st 7/s  
9t ĠĂĈŦ ūt 7/s  
5Ăθ3*

Presenter: Hannah Henry

Walden University Doctoral Candidate

## *{Al'ηθ b U'βv P'siAU' ü*

As a table review what was discussed yesterday and write down any questions you still have on a sticky note. Place sticky notes on "Parking Lot" poster

Time for 5-10 minutes based on group size, check in and see if they need more time

## */I'ÄÖt Ćšü ÜzuÜ t Öθ*

What do you believe some challenges of role play may be?

Give 5 minutes to discuss in table groups what challenges they think may be part of role play

## /İÄÖt Çü ÜzÜÖ t ÖÖ

Time

Administration

Classroom Management/Disruptions

## /İÄÖt Ç 1: ÇFś

Take time to fit into schedule

Connect to variety of standards

Preparation time

Meeting student needs

From the outcome of the study time challenge was mentioned with taking time to fit into the schedule, connecting to the variety of standards to justify use, preparation time for set up, and the ability to continue to meet a variety of student needs through the activity

## Findings 1: QFS

### Jigsaw activity

1. Planning time
2. Preparation
3. Collaboration

Time is the main challenge discussed during the findings of the study. Teachers often felt they did not have the time to plan for role play activities or the time to set up for role play activities to create a more immersive environment. Number people off 1-3, have all 1's group, all 2's group, etc. All 1's will answer the questions of how we can resolve the issue of planning time on a sticky poster, all 2's will answer question of how we can resolve prep time, all 3's will answer how we can better collaborate for role play activities (who can we involve). After 10 minutes, check in for time. Then have the groups gather with a 1, a 2, and a 3 in a group to teach each other about what solutions were discussed. Add to the solutions during this 10 minute rotation. Finally, have groups meet together again and discuss added solutions mentioned by others to the poster (10 minutes). Total time: 30 minutes

## 1: QF's

PLC time

Discuss and outline what solutions you will use to implement role play

Give plc groups time to discuss and outline which solutions they want to use to implement role play

## . ušAη

Please return by 10:45

## *Challenge 2: Administration*

*Does not follow scripted curriculum with fidelity*

*Out of pocket expense*

*Lack of knowledge of benefits*

Administration was discussed as a challenge during the study. The participants noted the fight between following a scripted curriculum with fidelity and adjusting lessons to add role play, there was issues mentioned that out of pocket money is used for supplies as administration may not supply items to create an immersive activity, many mentioned administration having a lack of knowledge of benefits of role play prevented them from using it.

## *Challenge 2: Administration*

*Tell 3 people 1 way we can overcome this challenge.*

*Who can we get involved? Where can we go? How can we raise money?*

Time 2 minutes for person 1, 2 minutes for second person to share  
Switch

Time 2 minutes for person 1, 2 minutes for second person

Switch

Time 2 minutes for person 1, 2 minutes for second person

*[Illegible text]*

PLC time

Discuss and write out how you can overcome administration issues to implement role play

Have PLC discuss ways to overcome administration issues. Prompt with ways we can raise funds for activities, who can we discuss this with (stakeholders, parents, admin directly). 10-15 minutes and check in

*[Illegible text]*

Please return by 12:45



*/ĨĂŒt Ćs 3: /ŒüüŦF  
a Ā ĀĜŦ ſt 7/8 üŦŦŦŦ Ŧ Ŧ*

*Student behavior*

*"Too Silly"*

*Lack of participation*

*Pull out time*

Discuss challenges mentioned during the study, many talked about student behavior during the activity, students becoming too silly, lack of participating from students, and interfering with times that students are pulled out for services

*/ĨĂŒt Ćs 3: /ŒüüŦF  
a Ā ĀĜŦ ſt 7/8 üŦŦŦŦ Ŧ Ŧ*

*Discuss in table groups resolutions to the  
common problems*

Give 10-15 minutes to share in table groups. Prompt: setting expectations, boundaries, setting rules, natural consequences, letting sped know you are planning the activity and work with them on scheduling – then have groups switch up between tables and share their ideas 10-15 min

## */ĪÄÖt Ćš 3: /ÖüüUF a Ä ÄĆT št 7/5üüD'AUt ü*

### PLC time

Discuss ways we can overcome management and disruptions to implement role play

10-15 minutes and then check in

## *a üü7sÄTt Ć (l'UÄt Pšr)*

Pair groups for microlessons

PLC Group 1 & Group 2

PLC Group 3 & Group 4

Present Engagement mini lesson, switch

Present Life Skill mini lesson, switch

Present Academic min lesson, switch

5 minutes for each lesson

Depending on attendance and group size, the plc groups may need to be broken up differently. Revisit at the beginning of day one during break or lunch break to create effective PLC groups

## **Ἡ ΘΥΡὶΓὺΠό...**

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Reflect on what you noticed, saw, felt during the microlessons the other group presented to you

*Do you feel you were more engaged?*

*How was the life skill introduced?*

*Can you see your students benefitting from role play lessons?*

Time about 10-15 minutes and check in to see progress and determine if more time is needed

## **ἘΡᾶΘ...**

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Challenges of Role Play

Time

Administration

Classroom Management/Disruptions

PLC Time

## **Q̃síš óAǎš r̃Aü ...**

Benefits of Role Play

Student engagement, life skills, academic understanding

Challenges of Role Play

Time, administration, classroom management/disruptions

Use your PLC to your benefit

## **{Püśθ**

*How did this workshop benefit you?*

---

*How will you use this going forward?*

---

*How would you rate this workshop?*



### Appendix B: Interview Questions

1. How do you define student engagement? Can you provide examples of what that looks like?
2. How do you define role play in a classroom to support student engagement?
3. How have you used role play to support student engagement?
4. What are your perceptions of benefits regarding role play to support student engagement?
5. What are your perceptions of challenges regarding role play to support student engagement?

Appendix C: Partner Organization Agreement

**Partner Organization Agreement for Low-risk, Work-related Interviews**

[Redacted] School District  
[Redacted]  
[Redacted]

April 20, 2023  
IRB Approval Number: 04-19-23-1012929

The doctoral student, Hannah Henry, is approved to collect interview data from employees/leaders at our organization.

**STUDENT RESPONSIBILITIES**

I understand that, as per the student doctoral program requirements, the student will publish a scholarly report of this study in ProQuest as a doctoral capstone (withholding the names of the organization and interviewees), as per the following ethical standards:

- a. In all reports (including drafts shared with peers and faculty members), the student is required to maintain confidentiality by removing names and key pieces of evidence/data that might disclose an organization's/individual's identity or inappropriately divulge proprietary details. If the organization itself wishes to publicize the findings of this project, that is the organization's judgment call.
- b. The student will be responsible for complying with the organization's policies and requirements regarding data collection (including the need for the partner organization's internal ethics/regulatory approval, if applicable).
- c. Via an Interview Consent Form, the student will describe to interviewees how the data will be used in the doctoral project and how all interviewees' privacy will be protected.
- d. The doctoral student will not use these data for any purpose other than the doctoral study outlined in this agreement.

I confirm that I am authorized to approve research activities in this setting.

Signature [Handwritten Signature]

Partner Organization Leader's Name and Title [Redacted] 4-20-23

## Appendix D: Email Correspondence

Hi

My name is Hannah Henry and I used to be a teacher in [School District]. I am reaching out because I am currently an education doctoral student and in the process of collecting data for my dissertation. I have district approval from [District Personnel] at the district office to reach out regarding my research. I also have IRB approval from Walden University and can supply either approval upon request. My purpose is to research 1<sup>st</sup> through 3<sup>rd</sup> grade teachers' perceptions on using role play to support student engagement in the classroom. I am looking for your recommendation of teachers that you believe would be a good fit for me to reach out to. All interviews will be conducted outside of contract hours via digital conferencing and will only take 30 minutes. I need teachers that utilize role play in the classroom that teach grades 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> grade. Role play would consist of providing students the opportunity to assume the role of someone and have the chance to act out scenarios to apply things they have been taught. If there is anyone at your school who you believe would be a good fit for that, could you send me their names and email addresses so I can reach out to them and see if they would be interested in participating. If you are not comfortable sending me the information, could you pass along my information to them? I appreciate your support in my doctoral journey.

Thank you,

Hannah Henry, EdS